

GREEN TOWNSHIP SCHOOL DISTRICT



Content Area: Science
Course/Grade Level: Kindergarten

Curriculum Committee Members:

Principal:
Jon Paul Bollette

Board Approval Date:
{Fill in when known}



Kindergarten

Mission:

All students will develop an understanding of scientific concepts and processes essential for informed decision-making, meaningful participation in civic life, and readiness for postsecondary opportunities, including careers in STEM fields.

Vision:

Prepare students to become scientifically literate individuals who can effectively:

- Apply scientific thinking, skills, and understanding to real-world phenomena and problems;
- Engage in systems thinking and modeling to explain phenomena and to give a context for the ideas to be learned;
- Conduct investigations, solve problems, and engage in discussions;
- Discuss open-ended questions that focus on the strength of the evidence used to generate claims;
- Read and evaluate multiple sources, including science-related magazine and journal articles and web-based resources to gain knowledge about current and past science problems and solutions and develop well-reasoned claims; and
- Communicate ideas through journal articles, reports, posters, and media presentations that explain and argue.



Kindergarten

Key Performance and Benchmark Tasks/Assessments

Formative assessments:

- Used to gauge student understanding and progress throughout the unit.
- Not necessarily graded
- Provide feedback for students to use to reflect, revise and refine their work.

Summative Assessments:

- Final projects or assessments to determine what students have learned over the course of the project or unit.

Benchmark Assessments:

- Teacher-created benchmark assessments to be given periodically during the year.

Alternative Assessments:

- Teacher modifies assignments and activities based on student needs.
- Oral assessments administered in place of written when necessary.
- Accommodation and modification ideas may be found here:
 - [Modifications & Accommodations Menu](#)
 - *Assessments other than paper & pencil tests See link for more info:*
http://education.qmu.edu/assets/docs/forms/mirs/assessment_brochure.pdf

Integrated Accommodations & Modifications

Please utilize the link below for ideas and strategies to use with ***ELL, Students with IEPs & 504s, At-Risk Students and Gifted & Talented Students.***

The attached worksheets can be printed ahead of each unit during the planning phase to help the teacher plan for the needs of particular students in each class, allowing for differentiation per unit and per year. The worksheets contain suggested accommodations and modifications for Content & Material, Student



Kindergarten

Organization, Instructional Strategies, Assessments, Attention/Focus, Written Language, and Social/Behavioral.
[Modifications & Accommodations Menu](#)



Kindergarten

Unit 1

Measurement

Pacing: 19 instructional periods

Unit Summary: In this unit, students observe, compare, and measure everyday objects by their length, weight, and capacity using descriptive language, nonstandard units, and simple tools. Through hands-on investigations and collaborative activities, students develop scientific observation skills, communicate their findings, and learn how scientists work together to explore the world around them.

Essential Questions:

- How can we tell if objects are the same or different?
- How can we compare and measure things around us?
- Why is it important to work together when we investigate and learn?

Enduring Understandings:

- Scientists observe objects carefully to notice how they are alike and different. Comparing objects helps us describe and understand the world around us.
- We can compare and measure objects using tools, nonstandard units, and descriptive words such as longer, shorter, heavier, lighter, more, and most. Measuring helps us communicate our observations accurately.
- Scientists work together by sharing ideas, using materials responsibly, and helping one another solve problems.

New Jersey Student Learning Standards	Student Learning Objectives	Practices
<i>NJ Student Learning Science Standards:</i> • This Science unit is foundational and based on crucial mathematic standards to be used throughout the rest of the year • See Kindergarten Math Curriculum Units 1-3 <i>NJ Student Learning Math Standards:</i> • K.MD.B.3. Classify objects into given categories; count the numbers of objects in each category and sort the categories by count *(benchmarked)	• Identify and describe two objects as <i>same</i> or <i>different</i> • Communicate understanding of <i>same</i> and <i>different</i> • Compare three or more objects* according to their length as same or different, long, longer, longest, tall, taller, tallest, and short, shorter, shortest • Describe the length of different objects using comparative language	• Analyzing and Interpreting Data • Planning and Carrying Out Investigations • Using Mathematics and Computational Thinking • Obtaining, Evaluating, and Communicating Information



Kindergarten

- K.G.A.2. Correctly name shapes regardless of their orientation or overall size.
- K.G.A.3. Identify shapes as two-dimensional (lying in a plane, “flat”) or three-dimensional (“solid”)
- K.G.B.4. Analyze and compare two- and three-dimensional shapes, in different sizes, and orientations, using informal language to describe their similarities, differences, parts (*e.g. number of sides and vertices “corners”*) and other attributes (*e.g. having sides of equal length*).
- K.MD.A.1. Describe measurable attributes of objects, such as length or weight. Describe several measurable attributes of a single object.
- K.MD.A.2. Directly compare two objects with a measurable attribute in common, to see which object has “more of” “less of” the attribute, and describe the differences.
- K.CC.B.4. Understand the relationship between numbers and quantities; connect counting to cardinality.
- K.CC.B.4a. When counting objects, say the number names in the standard order, pairing each object with one and only one number name and each number name with one and only one object.

- Use direct comparison and nonstandard units to measure the length of common objects
- Compare **two objects** according to their weight as about the same or different, heavier or lighter
- Describe the weight of different objects as heavy (heavier) or light (lighter)
- Use a balance and nonstandard units to measure the weight of common objects
- Compare relative capacities of various common containers
- Describe the capacity of the containers using comparative language such as some, more, and most
- Work cooperatively to share materials and complete tasks

Interdisciplinary Connections

[2020 Career Readiness, Life Literacies, and Key Skills](#)

•9.4.2.CT.3: Use a variety of types of thinking to solve problems (e.g., inductive, deductive).

Unit 1: Core Unit Content

Key Concepts



Kindergarten

- ☐ Comparing objects: same or different
- ☐ Comparing height and length
- ☐ Comparing weight
- ☐ Capacity

Instructional Materials & Resources

Knowing Science
Scholastic Science Spin
Generation Genius
NJDOE Science and Curriculum Resources

Unit 1: Assessments

Formative assessments:

- Teacher observation and anecdotal notes
- Student questioning and discussion
- Turn-and-talks
- Think-pair-share
- Hands-on measurement activities
- Sorting and classifying activities
- Partner comparisons
- Measurement centers/stations
- Student demonstrations
- Oral responses
- Exit tickets
- Student drawings and representations
- Interactive notebook/journal entries
- Teacher checklists
- Vocabulary checks
- Prediction and observation activities
- Quick checks for understanding



Kindergarten

- Peer collaboration observations
- Small-group teacher conferences
- Whiteboard responses
- Student self-assessment

Summative Assessments:

- Performance-based measurement task
- Hands-on measurement investigation
- Teacher-created unit assessment
- Individual student demonstration
- Oral assessment/interview
- Measurement portfolio
- Student work sample collection
- End-of-unit project
- Application task using measurement tools
- Culminating investigation
- Rubric-based performance assessment
- End-of-unit sorting, comparing, and measuring task
- Student explanation/communication of measurement findings

Alternative Assessments:

Unit 1: Accommodations & Modifications

Please utilize the link below for ideas and strategies to use with ELL, Students with IEPs & 504s, At-Risk Students and Gifted & Talented Students. Note possible accommodations or modifications for this unit below.

[Modifications & Accommodations Menu](#)



Kindergarten

Unit 2

<i>Forces and Interactions</i>	Pacing: 7 instructional periods
Unit Summary: In this unit, students investigate how pushes and pulls affect the motion of objects by making predictions, conducting simple investigations, and measuring how far objects travel. They collect and analyze data to discover how the amount of force applied can change an object's speed, direction, and distance traveled.	
Essential Questions: - How do pushes and pulls change the way objects move? - What happens when we push or pull an object with different amounts of force? - What happens when we use more or less force?	Enduring Understandings: - Forces such as pushes and pulls can change how objects move. - The amount of force applied affects an object's speed, direction, and distance traveled.

New Jersey Student Learning Standards	Student Learning Objectives	Practices
K-PS2-1. Plan and conduct an investigation to compare the effects of different strengths or different directions of pushes and pulls on the motion of an object. [K-PS2-2. Analyze data to determine if a design solution works as intended to change the speed or direction of an object with a push or a pull. K-2-ETS1-1 Ask questions, make observations, and gather information about a situation people want to change to define a simple problem that can be solved through the development of a new or improved object or tool. K-2-ETS1-2 Develop a simple sketch, drawing, or physical model to illustrate how the shape of an object helps it function as needed to solve a given problem. K-2-ETS1-3 Analyze data from tests of two objects designed to solve the same problem to compare the strengths and weaknesses of how each performs.	- Differentiate between pushes and pulls - Make predictions about the application of a force - Measure and record on a chart the distance a thrown object travels* - Analyze data and draw conclusions about the effect of applying more or less force when throwing an object - Relate the change of speed or direction of the motion to the action of a force	- Planning and Carrying Out Investigations - Analyzing and Interpreting Data - Using Mathematics and Computational Thinking - Developing and Using Models - Obtaining, Evaluating, and Communicating Information



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Interdisciplinary Connections

[2020 Career Readiness, Life Literacies, and Key Skills](#)

9.4.2.CT.3: Use a variety of types of thinking to solve problems (e.g., inductive, deductive).

9.4.2.TL.3: Enter information into a spreadsheet and sort the information.

Unit 2: Core Unit Content

Key Concepts

- ☐ Pushing and pulling
- ☐ Motion

Instructional Materials & Resources

Knowing Science
Scholastic Science Spin
Generation Genius
NJDOE Science and Curriculum Resources

Unit 2: Assessments

Formative assessments:

- Teacher observation and anecdotal notes
- Student questioning and discussion
- Turn-and-talks
- Think-pair-share



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- Hands-on measurement activities
- Sorting and classifying activities
- Partner comparisons
- Measurement centers/stations
- Student demonstrations
- Oral responses
- Exit tickets
- Student drawings and representations
- Interactive notebook/journal entries
- Teacher checklists
- Vocabulary checks
- Prediction and observation activities
- Quick checks for understanding
- Peer collaboration observations
- Small-group teacher conferences
- Whiteboard responses
- Student self-assessment

Summative Assessments:

- Performance-based measurement task
- Hands-on measurement investigation
- Teacher-created unit assessment
- Individual student demonstration
- Oral assessment/interview
- Measurement portfolio
- Student work sample collection
- End-of-unit project
- Application task using measurement tools
- Culminating investigation
- Rubric-based performance assessment
- End-of-unit sorting, comparing, and measuring task
- Student explanation/communication of measurement findings

Alternative Assessments:



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Unit 2: Accommodations & Modifications

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[Modifications & Accommodations Menu](#)

Unit 3

Senses and Gathering Information

Pacing: 6 instructional periods

Unit Summary: In this unit, students investigate how their five senses help them observe and gather information about the world around them. They use their senses to identify, compare, and classify objects based on observable properties, developing the foundational skills scientists use to make observations.

Essential Questions:

- How do our senses help us learn about the world?
- What can we discover by using our senses?

Enduring Understandings:

- Our five senses help us gather information about the world around us.
- Each sense is connected to a specific body part that helps us observe different properties of objects.

New Jersey Student Learning Standards	Student Learning Objectives	Practices
• K-LS1-1. Use observations to describe patterns of what plants and animals (including humans) need to survive. [Clarification Statement: Examples of patterns could include that animals need to take in food but plants do not;	• Identify each sense by name • Relate corresponding body parts to each sense • Uses senses to identify properties of objects	• Obtaining, Evaluating, and Communicating Information • Analyzing and Interpreting



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the different kinds of food needed by different types of animals; the requirement of plants to have light; and, that all living things need water.]

- Compare and classify objects using one or more senses

- Data
- Developing and Using Models
 - Planning and Carrying Out Investigations

Interdisciplinary Connections

[2020 Career Readiness, Life Literacies, and Key Skills](#)

9.4.2.CI.1: Demonstrate openness to new ideas and perspectives (e.g., 1.1.2.CR1a, 2.1.2.EH.1, 6.1.2.CivicsCM.2)

9.4.2.CT.3: Use a variety of types of thinking to solve problems (e.g., inductive, deductive).

Unit 3: Core Unit Content

Key Concepts

- ☐ The 5 senses, their uses, and their corresponding physical structure

Instructional Materials & Resources

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NJDOE Science and Curriculum Resources

Unit 3: Assessments



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Formative assessments:

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Formative assessments:

- Teacher observation and anecdotal notes
- Student questioning and discussion
- Turn-and-talks
- Think-pair-share
- Hands-on measurement activities
- Sorting and classifying activities
- Partner comparisons
- Measurement centers/stations
- Student demonstrations
- Oral responses
- Exit tickets
- Student drawings and representations
- Interactive notebook/journal entries
- Teacher checklists
- Vocabulary checks
- Prediction and observation activities
- Quick checks for understanding
- Peer collaboration observations
- Small-group teacher conferences
- Whiteboard responses
- Student self-assessment

Summative Assessments:

- Performance-based measurement task
- Hands-on measurement investigation
- Teacher-created unit assessment
- Individual student demonstration
- Oral assessment/interview
- Measurement portfolio
- Student work sample collection
- End-of-unit project
- Application task using measurement tools
- Culminating investigation



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- Rubric-based performance assessment
- End-of-unit sorting, comparing, and measuring task
- Student explanation/communication of measurement findings

Unit 3: Accommodations & Modifications

Please utilize the link below for ideas and strategies to use with ELL, Students with IEPs & 504s, At-Risk Students and Gifted & Talented Students. Note possible accommodations or modifications for this unit below.

[Modifications & Accommodations Menu](#)

Unit 4

Living Organisms

Pacing: 21 instructional periods

Unit Summary: In this unit, students investigate the characteristics and basic needs of living things, compare plants and animals, and explore how their structures, behaviors, and habitats help them survive. Students also learn that humans depend on natural resources and can protect the environment by conserving resources, recycling materials, and working together to care for the world around them.

Essential Questions:

- What makes something living or nonliving?
- How do the parts of plants and animals help them survive?
- Why are natural resources important to all living things?

Enduring Understandings:

- Living things have characteristics, structures, and basic needs that help them survive, grow, and reproduce in different environments. \
- Plants and animals have observable structures and behaviors that help them live, grow, and survive in their habitats.
- People depend on natural resources and can make responsible choices to care for living things and protect the environment.



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New Jersey Student Learning Standards	Student Learning Objectives	Practices
● K-LS1-1. Use observations to describe patterns of what plants and animals (including humans) need to survive. [Clarification Statement: Examples of patterns could include that animals need to take in food but plants do not; the different kinds of food needed by different types of animals; the requirement of plants to have light; and, that all living things need water.] ● K-ESS2-2. Construct an argument supported by evidence for how plants and animals (including humans) can change the environment to meet their needs. [Clarification Statement: Examples of plants and animals changing their environment could include a squirrel digs in the ground to hide its food and tree roots can break concrete.] ● K-ESS3-1. Use a model to represent the relationship between the needs of different plants or animals (including humans) and the places they live. [Clarification Statement: Examples of relationships could include that deer eat buds and leaves, therefore, they usually live in forested areas; and, grasses need sunlight so they often grow in meadows. Plants, animals, and their surroundings make up a system.] ● K-ESS3-3. Communicate solutions that will reduce the impact of humans on the land, water, air, and/or other living things in the local environment.	● Develop criteria to distinguish between living and non-living things ● Understand that living things take in nutrients, breathe, grow, respond to the environment, and reproduce within a life cycle ● Compare basic needs of plants and animals ● Develop criteria for distinguishing between plants and animals using observable traits ● Describe requirements for plant growth ● Identify observable physical structures of plants and their functions ● Compare plants that live in different habitats ● Describe how plants can change their habitats ● Explore the relationship between humans and plants ● Understand basic needs of all animals ● Recognize that some animals care for the basic needs of their offspring and some do not ● Explain how an animal's external physical structures contribute to its survival ● Compare animals that live in different habitats ● Explore the relationship between humans and animals ● Describe natural resources that all living things need to live and grow ● Communicate ideas of how people can conserve natural resources ● Compare observable properties of metal and plastic containers ● Sort waste into two categories: recyclable and non-recyclable	● Obtaining, Evaluating, and Communicating Information ● Analyzing and Interpreting Data ● Developing and Using Models ● Planning and Carrying Out Investigations ● Constructing Explanations and Designing Solutions



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- Sort recyclables into categories for plastic, paper, and metal
- Work cooperatively within a group to accomplish a goal

Interdisciplinary Connections

[2020 Career Readiness, Life Literacies, and Key Skills](#)

9.4.2.CI.1: Demonstrate openness to new ideas and perspectives (e.g., 1.1.2.CR1a, 2.1.2.EH.1, 6.1.2.CivicsCM.2)

9.4.2.CT.1: Gather information about an issue, such as climate change, and collaboratively brainstorm ways to solve the problem (e.g., K-2-ETS1-1, 6.3.2.GeoGI.2).

Unit 4: Core Unit Content

Key Concepts

- ☐ Characteristics of living things
- ☐ Basic needs of plants
- ☐ Basic needs of animals
- ☐ Interdependency of Earth and humans

Instructional Materials & Resources

Knowing Science
Scholastic Science Spin
Generation Genius
NJDOE Science and Curriculum Resources



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Unit 4: Assessments

Formative assessments:

- Teacher observation and anecdotal notes
- Student questioning and discussion
- Turn-and-talks
- Think-pair-share
- Hands-on measurement activities
- Sorting and classifying activities
- Partner comparisons
- Measurement centers/stations
- Student demonstrations
- Oral responses
- Exit tickets
- Student drawings and representations
- Interactive notebook/journal entries
- Teacher checklists
- Vocabulary checks
- Prediction and observation activities
- Quick checks for understanding
- Peer collaboration observations
- Small-group teacher conferences
- Whiteboard responses
- Student self-assessment

Summative Assessments:

- Performance-based measurement task
- Hands-on measurement investigation
- Teacher-created unit assessment
- Individual student demonstration
- Oral assessment/interview
- Measurement portfolio
- Student work sample collection
- End-of-unit project
- Application task using measurement tools
- Culminating investigation
- Rubric-based performance assessment



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- End-of-unit sorting, comparing, and measuring task
- Student explanation/communication of measurement findings

Alternative Assessments:

Unit 4: Accommodations & Modifications

Please utilize the link below for ideas and strategies to use with ELL, Students with IEPs & 504s, At-Risk Students and Gifted & Talented Students. Note possible accommodations or modifications for this unit below.

[Modifications & Accommodations Menu](#)

Unit 5

Weather

Pacing: 9 instructional periods

Unit Summary:

Essential Questions:

- How can we observe and describe the weather?
- How does the weather affect what people do each day?
- How do meteorologists use weather patterns to predict the weather?

Enduring Understandings:

- Weather changes from day to day and can be observed, measured, and described using patterns.
- Weather affects the choices people make and helps us decide how to prepare for each day.
- Meteorologists study weather patterns to make predictions and help people stay safe during severe weather.



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New Jersey Student Learning Standards	Student Learning Objectives	Practices
K-ESS2-1. Use and share observations of local weather conditions to describe patterns over time. [Clarification Statement: Examples of qualitative observations could include descriptions of the weather (such as sunny, cloudy, rainy, and warm); examples of quantitative observations could include numbers of sunny, windy, and rainy days in a month. Examples of patterns could include that it is usually cooler in the morning than in the afternoon and the number of sunny days versus cloudy days in different months.] [Assessment Boundary: Assessment of quantitative observations limited to whole numbers and relative measures such as warmer/cooler.] K-ESS3-2. Ask questions to obtain information about the purpose of weather forecasting to prepare for, and respond to, severe weather.* [Clarification Statement: Emphasis is on local forms of severe weather.] K-2-ETS1. Ask questions, make observations, and gather information about a situation people want to change to define a simple problem that can be solved through the development of a new or improved object or tool.	- Describe ways that weather influences human behavior - Observe and describe weather conditions including temperature, wind speed, precipitation, and sky conditions - Record daily observations of general weather conditions* - Create a bar graph of daily weather observations over time (weekly and monthly) - Analyze weather over time to identify patterns - Understand how meteorologists predict weather from observed patterns - Describe at least two kinds of severe weather - Explain what steps families should take to prepare for severe weather - Explore what a meteorologist does for a career path	- Analyzing and Interpreting Data - Planning and Carrying Out Investigations - Using Mathematics and Computational Thinking - Obtaining, Evaluating, and Communicating Information - Developing and Using Models

Interdisciplinary Connections

2020 Career Readiness, Life Literacies, and Key Skills

9.4.2.CT.1: Gather information about an issue, such as climate change, and collaboratively brainstorm ways to solve the problem (e.g., K-2-ETS1-1, 6.3.2.GeoGI.2).

9.4.2.IML.2: Represent data in a visual format to tell a story about the data (e.g., 2.MD.D.10).

9.4.2.TL.1: Identify the basic features of a digital tool and explain the purpose of the tool (e.g., 8.2.2.ED.1).



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Unit 5: Core Unit Content

Key Concepts

- ☐ Observing weather
- ☐ Using patterns to predict weather

Instructional Materials & Resources

Knowing Science
Scholastic Science Spin
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Unit 5: Assessments

Formative assessments:

- Teacher observation and anecdotal notes
- Student questioning and discussion
- Turn-and-talks
- Think-pair-share
- Hands-on measurement activities
- Sorting and classifying activities
- Partner comparisons
- Measurement centers/stations
- Student demonstrations
- Oral responses
- Exit tickets
- Student drawings and representations
- Interactive notebook/journal entries
- Teacher checklists
- Vocabulary checks



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- Prediction and observation activities
- Quick checks for understanding
- Peer collaboration observations
- Small-group teacher conferences
- Whiteboard responses
- Student self-assessment

Summative Assessments:

- Performance-based measurement task
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- Oral assessment/interview
- Measurement portfolio
- Student work sample collection
- End-of-unit project
- Application task using measurement tools
- Culminating investigation
- Rubric-based performance assessment
- End-of-unit sorting, comparing, and measuring task
- Student explanation/communication of measurement findings

Alternative Assessments:

Unit 5: Accommodations & Modifications

Please utilize the link below for ideas and strategies to use with ELL, Students with IEPs & 504s, At-Risk Students and Gifted & Talented Students. Note possible accommodations or modifications for this unit below.

[Modifications & Accommodations Menu](#)



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Unit 6

Sunlight and Energy

Pacing: 4 instructional periods

Unit Summary: In this unit, students investigate how sunlight heats Earth's surface and compare how different materials absorb and retain heat. They apply their observations through the engineering design process to create, test, and improve a structure that reduces the warming effects of sunlight on an area.

Essential Questions:

- How does sunlight affect Earth's surface?
- How can we compare the heating properties of different materials?
- How can we design something to reduce the warming effects of sunlight?

Enduring Understandings:

- Sunlight warms Earth's surface, but different materials heat up in different ways.
- Scientists observe, compare, and use evidence to understand how materials respond to sunlight.
- Engineers design and improve solutions to reduce the effects of sunlight using knowledge of materials and their properties.

New Jersey Student Learning Standards	Student Learning Objectives	Practices
• K-PS3-1. Make observations to determine the effect of sunlight on Earth's surface. [Clarification Statement: Examples of Earth's surface could include sand, soil, rocks, and water] [Assessment Boundary: Assessment of temperature is limited to relative measures such as warmer/cooler.] • K-PS3-2. Use tools and materials to design and build a structure that will reduce the warming effect of sunlight on an area.* [Clarification Statement: Examples of structures could include umbrellas, canopies, and tents that minimize the warming effect of the sun.]	• Describe that sunlight heats the Earth's surface • Observe and compare heating properties of various materials • Design and build a structure that will reduce the warming effects of sunlight on an area	• Planning and Carrying Out Investigations • Analyzing and Interpreting Data • Developing and Using Models • Constructing Explanations and Designing Solutions • Obtaining, Evaluating, and Communicating Information



Kindergarten

Interdisciplinary Connections

[2020 Career Readiness, Life Literacies, and Key Skills](#)

9.4.2.CT.1: Gather information about an issue, such as climate change, and collaboratively brainstorm ways to solve the problem (e.g., K-2-ETS1-1, 6.3.2.GeoGI.2).

9.4.2.CT.2: Identify possible approaches and resources to execute a plan (e.g., 1.2.2.CR1b, 8.2.2.ED.3).

9.4.2.IML.3: Use a variety of sources including multimedia sources to find information about topics such as climate change, with guidance and support from adults (e.g., 6.3.2.GeoGI.2, 6.1.2.HistorySE.3, W.2.6, 1-LSI-2).

Unit 6: Core Unit Content

Key Concepts

- ☐ Earth's dependence on the Sun

Instructional Materials & Resources

Knowing Science

Scholastic Science Spin

Generation Genius

NJDOE Science and Curriculum Resources

Unit 6: Assessments

Formative assessments:

- Teacher observation and anecdotal notes
- Student questioning and discussion
- Turn-and-talks
- Think-pair-share
- Hands-on measurement activities
- Sorting and classifying activities



Kindergarten

- Partner comparisons
- Measurement centers/stations
- Student demonstrations
- Oral responses
- Exit tickets
- Student drawings and representations
- Interactive notebook/journal entries
- Teacher checklists
- Vocabulary checks
- Prediction and observation activities
- Quick checks for understanding
- Peer collaboration observations
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- Whiteboard responses
- Student self-assessment

Summative Assessments:

- Performance-based measurement task
- Hands-on measurement investigation
- Teacher-created unit assessment
- Individual student demonstration
- Oral assessment/interview
- Measurement portfolio
- Student work sample collection
- End-of-unit project
- Application task using measurement tools
- Culminating investigation
- Rubric-based performance assessment
- End-of-unit sorting, comparing, and measuring task
- Student explanation/communication of measurement findings

Alternative Assessments:



Kindergarten

Unit 6: Accommodations & Modifications

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[Modifications & Accommodations Menu](#)